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The natural abilities of people can be stifled by environment, leading to the attitude that one has no control over his destiny and need make no life plans. Therefore educational counselors should provide opportunities for the adolescent to express his abilities in a constructive manner.

Disadvantaged children feel that: staying out of trouble, toughness, ability to dupe others, excitement, fate, and autonomy are important. The children usually act withdrawn, hostile, and do not have a true concept of the relationship between school and the world of work. The counselor should learn of the child's background. He should recognize him as a person and encourage him by reminding him of past success. Counselors should use situations to develop trust, autonomy, initiative, industry, and identity for the adolescent.

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A Description of Delinquent, and/or Disadvantaged Sub-Culture

Adapted for the Specific Use of the Youth Service Board Educational Counselors.

I. Some Things Are Known:
   A. Each of us comes into the world with given endowments:
      1. An intellectual potential
      2. Physical equipment
      3. Adaptive capacity
      4. An energy supply

   B. The extent to which these endowments are developed depends on:
      1. Discouragements or encouragements to growth within the family;
      2. Our relations with significant others who comprise our environment, i.e., neighbors, school personnel, service personnel in the area (shopkeepers, police, social welfare workers, clergy, recreation workers, etc.).

   C. Thus, it can be said, our endowments may be "arrested," "choked off" or even enhanced by our early environments.

II. The Sub-Culture of Poverty
   A. Sub-Culture means "shared patterns of thinking, feeling and behaving which deviate in some (but not all) respects from those of the larger culture, and which happen to create some dysfunctional relationships between this group and the society in which it is imbedded."1

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1Thomas Gladwin, "The Anthropologist's View of Poverty" in The Social Welfare Forum, Official Proceedings N.Y.: Columbia University Press, 1961, p.75.

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B. Two characteristic views held by those in the disadvantaged classes:
   1. They do not have any control over their destiny, individually or collectively;

   2. It is better to take what's here today;there may be no tomorrow.

C. In operational terms, this should mean that Educational Counselors will focus on two dimensions of the child's experience:
   1. Providing opportunities for adolescents to master situations, circumstances, events; and

   2. Breaking out steps that provide immediate, recognizable mastery using the knowledge and power already acquired by the child - his family.

      For example - You had to think and learn many things about stealing the car or breaking into the store. Now let's see how you can use this same energy to do well in school or work.

D. There are many facets of life that are important to disadvantaged persons.
   1. The disadvantaged focal concerns:
      a. Trouble. "Getting into trouble" and "staying out out of trouble" represent dominant concerns for lower-class individuals.[2]

      b. Toughness. Physical prowess, masculinity, endurance athletic ability, strenght, all rank high in concern of lower class adolescents. Anything that smacks o. the effeminate and "soft" may be scorned or ridicul.

      c. Smartness. Skill in duping and outsmarting the othe guy as well as the ability to avoid being duped by others indicate a lower-class concern with smartness

      d. Excitement. When life is dull, drab, and defeating it is understandable why lower class youth seek excitement. This may include: drinking, gambling, goading authorities, picking up girls, going out on the town, stealing a car, joyriding, participating in a rumble, or doing anything for kicks.

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[2] William C. Kvaraceus and Walter B. Miller, Delinquent Behavior, Culture and the Individual, Washington, D.C.: National Education Association, 1959, pp.62 ff.

e. Fate. Lady Luck is the Goddess in control, not the person. One explains away events as "Good luck" or "bad luck."

f. Autonomy. Youth of the lower class seem to want to be on their own, to have no bosses, and to manage on their own. But at the same time such youth frequently reject social situations, such as school, for not being strict enough rather than for being to strict.

2. Some Reactions to Economic or Social Deprivation:

Children or youth subjected to prolonged economic or social deprivation have learned a repertoire of responses that protect their integrity as persons.

Thus, youth may behave in any of the following ways:

a. Withdrawn and uncommunicative or restless and hyperactive;

b. Hostile to authorities either in silence (usually termed "insolence") or physically. Most frequently the physical violence is surreptitious. But when pushed to the outer limits of frustration, some youth will attack people as well as property.

c. Difficulty in concentrating on a given task. If you have lived by impulse, you probably know no hope. You do not have the support of achievement, only the satisfaction of impulse.

d. Little understanding of the relationship of life events to what school has tried to teach or what is required of employees.

e. Little knowledge of the work world other than the magic of a job that will provide money and freedom and the chains of "the slave."

3. Some Cues for Action by the Educational Counselor
a. Taking stock of the child and his family
(1) What are the strengths of this child?

(2) What are the strengths of his family?

(3) How can I let them know?

b. Neutralizing the competition:
(1) Accept him as a person with power to decide; with the ability to master a situation;

(2) Indicate he is too smart to let a set of circumstances beat him.

(3) Set up steps he can manage and exploit the experience by reminding him "you did well on this; you can manage this new stuff."

c. Build in some "bumpers" for possible slips:
(1) "Before you goof off next time will you call me? Here's my number. Please call I'm always available when you need me."

(2) Admitthere will be days when it's "tough to go to work, or to school." The decision rests with you. But the decision you make separates the men from the boys.

(3) Note who is influential with whom in the peer group on the family and ask each to help the other.

d. Build in recognition of achievement and mean what you say. It is known that <u>what</u> you say is less important than <u>how</u> you say it.

e. Use situations to develop understanding of:

(1) Trust of self and others;

(2) Development of autonomy for the adolescent, i.e., the power he has for his decisions; his right to a course of action, and his ability to make intelligent choices when he considers the consequences of such actions.

(3) Initiative, i.e., his right to try out and test out his capacities in various situations.

(4) Industry, i.e., his aptitude and capacity to manage the tasks necessary to maintaining a society in which not only he, but <u>all</u> people will have a fair and decent chance.

(5) Identity, i.e., is helping him get some notion of what he <u>could be</u>; what his aptitudes show in terms of his values and in terms of adult society needs.

f. Discuss with youth the odds of the "fast buck" the quick ascent to fame via football, baseball, or the arts, and the adult who develops his abilities through education.